**Objectives**

- Describe the relationship between developmental domains and the importance of assessing the “whole child.”
- Describe best practices in early childhood assessment.

**Things Young Children Do**

- Make a necklace with beads.
- Do crafts.
- Count blocks and write the numbers.
- Use a magnifying glass to investigate.
- Interact with peers.
- Draw and paint.
- Write a story.
Domains: NAEYC

- Physical Development/Health/ Self-Help Skills
- Social-Emotional Development/ Self-Help Skills
- Approaches to Learning
- Cognitive Abilities
- Language

(National Association for the Education of Young Children)

Domains: IDEA

- Physical
- Cognitive
- Communication
- Adaptive Behavior
- Social Emotional

(Individuals with Disabilities Education Improvement Act)

Influences on Development

- What are the factors that facilitate young children’s development of complex behaviors?
- What are the possible developmental outcomes when facilitative factors are absent during a child’s early years?
Growth and Development

Brain
Neurons, Synapses, Experience

Body
Physical Size
Motor Coordination
Health

Mind
Thinking
Language
Concepts
Problem-Solving

Person
Relationships
Social Understanding
Emotions

(Thompson, 2001)

Early Childhood

What should we teach children ages birth through age 8?

How will we know if they are developing as expected and learning what we want them to learn?

How will we decide if programs from infancy through primary grades are doing a good job?

(Joint Position Statement NAEYC and NAECS/SDE)

Assessment Answers Questions

Assessment

Tool or Process

Used to answer specific questions about various aspects of children's knowledge, skill, behavior, or personality.
What is Assessment?

A systematic process for measuring student achievement.

1. Identify learning goals and objectives.
2. Plan and implement learning activities.
3. Use tests and other assessment tools to assess students' learning progress.

(Linn & Gronlund, 1995)

What is Assessment?

Assessment = Documentation + Evaluation

Deciding What to Teach
### Predictors of Later Achievement

<table>
<thead>
<tr>
<th>Language and Literacy</th>
<th>Mathematics</th>
<th>Social and Emotional and Cognitive Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary Knowledge</td>
<td>Knowledge of numbers</td>
<td>Independence</td>
</tr>
<tr>
<td>Alphabet Knowledge</td>
<td>Knowledge of number sequence</td>
<td>Responsibility</td>
</tr>
<tr>
<td>Phonological Awareness</td>
<td></td>
<td>Self-regulation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cooperation</td>
</tr>
</tbody>
</table>

### Top 10 Predictors for Identifying Young Children At Risk – Child/Academic Variables

10. Inability to follow directions (executive functioning)
9. Poor gross motor skills (clumsy)
8. Trouble interacting with peers
7. Late talking
6. Slow vocabulary growth
5. Easily distracted/lack of attention (executive functioning)
4. Articulation difficulties
3. RAN difficulty
2. Poor phonemic awareness
1. Lack of letter naming/math skills

### Social, Emotional, Behavioral Competencies

Across a range of studies, the emotional, social, and behavioral competence of young children (such as higher levels of self-control and lower levels of acting out) predict their academic performance in first grade, over and above their cognitive skills and family backgrounds.

(Raver & Knitzer, 2002)
Self-Regulation

- The internal mechanism that enables mindful, intentional, and thoughtful behaviors.
- Self-regulation involves:
  - the ability to control one’s impulses and to stop doing something.
  - the capacity to do something (e.g., awaiting one’s turn).

(Bodrova & Leong, 2008)

Vocabulary = Critical to Reading

Children learn word meanings through conversations with other people.
- They often hear adults repeat words and use new and interesting words.
- The more words they hear, the more word meanings they learn.

(National Reading Panel Report, 2000)

Research on Vocabulary (Hart & Risley)

Domains: NAEYC

- Physical Development/Health/ Self-Help Skills
- Social-Emotional Development/ Self-Help Skills
- Approaches to Learning
- Cognitive Abilities
- Language

(National Association for the Education of Young Children)

Head Start Domains

- Physical Development & Health
- Social & Emotional Development
- Approaches to Learning
- Language Development
- Literacy Knowledge & Skills
- Mathematics Knowledge & Skills

- Science Knowledge & Skills
- Creative Arts Expression
- Logic & Reasoning
- Social Studies Knowledge & Skills
- English Language Development

Assessing Learning
The Assessments We Use!
- Fairness
- Multiple Sources of Information
- Familiar Context and Setting
- Continuity

Position Statements
- NAEYC (2009)
- Head Start Child Development and Early Learning Framework
- Division for Early Childhood (DEC) of the Council for Exceptional Children (CEC)
- NASP
- Zero to Three

Position Statements: Themes
- Assessment Measures Should be
  - Developmentally Appropriate
  - Authentic
  - Technically Adequate
  - Inclusive of families
  - Used to improve instruction
  - Guided by ethical principles
  - Connected to beneficial purposes
  - Culturally/Linguistically Appropriate
  - Multi-source, multi-method
  - Supported by PD
NAEYC (2003)

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs.

Ethical Principles

- Young children are not denied opportunities or services.
- Use multiple assessments to make decisions about children.

Appropriate Assessment

Select assessments that are designed for and validated for use with children whose ages, cultures, home languages, socioeconomic status, abilities and disabilities, and other characteristics are similar to those of the children with whom the assessments will be used.
Who Are We Comparing?

Developing an assessment tool for 4-year-olds.

To whom would you want to compare the performance of a child in preschool?

Reliability & Validity

• What would you want to know about the test, its items, and its scores?
• What makes a test “good?”

Think of your car key.

• When you put the key in the ignition, does it start the engine?
• In other words, does the key do what it’s supposed to do?
• If it does, then the key is valid: it starts the engine.
Reliability & Validity

Think of your car key.
- Does the key start the engine every time?
- If it doesn’t do the same thing every time, would you think of it as being reliable?
- If it does do the same thing every time, then the key is reliable.

Reliability & Validity

Think of a broken scale, that always reports your weight as 10 pounds less than your actual weight.

If the scale is always off by 10 pounds, it is reliable.

... BUT ...

If it’s always off by 10 pounds, it is not valid.

Two Purposes of Assessment

Assessment to support learning and instruction.

Assessment to identify children who may need additional services.
Selecting Assessments

Questions about Children

- How much have the students in my Pre-K class learned this month?
- Does Susie have a disability that interferes with learning?
- Has James made progress this month?
- What is Juan’s rank relative to the other children in my class?
- Has James mastered the skills that will allow him to be successful in Kindergarten?

Different tools answer different questions.

Different Types of Tests

<table>
<thead>
<tr>
<th>Type of Test</th>
<th>Purpose</th>
</tr>
</thead>
</table>
| Achievement   | - Demonstrates child’s previous accomplishments.  
- Compares child’s performance to the average scores of a comparison group (norm-referenced), or to clearly defined criteria of performance (performance-based). |
| Readiness     | Identifies a child’s knowledge of specific skills and information.                                                                        |
| Developmental Screening | Identifies children who may be at risk for school failure and who, therefore, may need early intervention.                             |
| Diagnosis     | Confirms the presence and extent of a disability.                                                                                         |
**Performance-Based Assessment**

**On-Demand**

- Teacher determines when it’s time for children to demonstrate their skills and knowledge.
- Children perform skills or demonstrate concepts on demand.
- Correct answers or responses may be predetermined.

**Curriculum-Embedded or Authentic**

- Teacher embeds learning opportunities throughout the curriculum and classroom environment.
- Children engage in classroom activities while teachers and assistants observe and document children’s learning.
- Children engage in and demonstrate learning in different ways.
Are the child’s accomplishments consistent with expectations?

---

### Examples of Achievement Tests

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIMSweb Test of Early Literacy</td>
<td>K - 1st gr.</td>
<td>Letter Naming, Letter Sound, Phoneme Segmentation, Nonsense Word</td>
</tr>
<tr>
<td>AIMSweb Test of Early Numeracy</td>
<td>K - 1st gr.</td>
<td>Oral Counting, Missing Number, Number Identification, Quantity Discrimination</td>
</tr>
<tr>
<td>Kaufman Survey of Early Academic and Language Skills (K-SEALS)</td>
<td>3:0-6:11 yrs.</td>
<td>Expressive, Receptive, Number, Letter &amp; Word</td>
</tr>
<tr>
<td>Work Sampling System</td>
<td>PreK-Grade 3</td>
<td>Personal &amp; Social Development, Language &amp; Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, The Arts, Physical Development and Health</td>
</tr>
</tbody>
</table>

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What is the child’s knowledge of readiness skills?
Is the child at risk for school failure?
### Examples of Developmental Screening Tests

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioral and Emotional Screening System (BASC-2 BESS)</td>
<td>PreK–grade 12</td>
<td>Behavioral and emotional strengths and weaknesses</td>
</tr>
<tr>
<td>CELF-5 Screening Test</td>
<td>5:0–21:11 yrs.</td>
<td>Morphology, syntax, semantics, pragmatics</td>
</tr>
</tbody>
</table>

### What are the Causes for Persistent Learning Difficulties? Does the Child Have a Disability?

### Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Cognitive Domain</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kaufman Assessment Battery for Children-Second Edition</td>
<td>3:0–18:0 yrs.</td>
<td>Sequential, Simultaneous, Planning, Learning, Knowledge</td>
</tr>
</tbody>
</table>
Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical evaluation of Language Fundamentals-Fifth Edition</td>
<td>5:0–21:11 years</td>
<td>Core Lge, Receptive Lge, Expressive Lge, Lge Content, Lge Structure, Lge Memory</td>
</tr>
<tr>
<td>Expressive Vocabulary Test-Second Edition (EVT-2)</td>
<td>2:6–90:0+ years</td>
<td>Expressive Vocabulary</td>
</tr>
<tr>
<td>Peabody Picture Vocabulary Test-Fourth Edition (PPVT-4)</td>
<td>2:6–90:0+ years</td>
<td>Receptive Vocabulary</td>
</tr>
</tbody>
</table>

Examples of Tests for Classification and Diagnosis

<table>
<thead>
<tr>
<th>Tool</th>
<th>Grade/Age</th>
<th>Areas Assessed</th>
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</table>

Developing a Comprehensive, Balanced Assessment Program
Balanced Assessment

. . . strategic use of formative, interim, and summative measures of student performance in a way that

– addresses immediate student needs,
– informs ongoing instructional adjustments, and
– guides long-term educational improvement.

<table>
<thead>
<tr>
<th></th>
<th>Formative</th>
<th>Benchmark</th>
<th>Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>Daily/Ongoing</td>
<td>Three times a year</td>
<td>End of year</td>
</tr>
<tr>
<td>Purpose</td>
<td>Immediate feedback to students and families</td>
<td>Feedback to teachers and families on student progress</td>
<td>Annual Feedback: Is student ready for next grade?</td>
</tr>
<tr>
<td>Level</td>
<td>Student-centered</td>
<td>Classroom/ school-centered</td>
<td>School/district/ state-centered</td>
</tr>
</tbody>
</table>

In Summary . . .

Specify what will be assessed.
Select assessment procedure that is most effective for measuring the content to be assessed.
Use a variety of procedures.

(Linn & Gronlund, 1995)
A Balanced Assessment Program

Includes interacting quality assessments and assessment methods that
– inform instruction,
– enhance student learning and engagement, and
– guide continuous educational improvement.

Selecting Assessments

<table>
<thead>
<tr>
<th>Tool</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance-Based Assessment</td>
<td>What are child’s previous accomplishments?</td>
</tr>
<tr>
<td>School Readiness Assessment</td>
<td>What is child’s relative knowledge of specific skills and information?</td>
</tr>
<tr>
<td>Developmental Screening</td>
<td>Is the child at risk for school failure?</td>
</tr>
<tr>
<td>Norm-referenced Tools</td>
<td>Does the child have a disability? What are the causes for persistent learning difficulties?</td>
</tr>
</tbody>
</table>

Selecting Assessments

- Fairness
- Multiple Sources of Information
- Familiar Context and Setting
- Continuity
Resources


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1-866-335-8418 (Canada)

Comments and Questions
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